



Tom Horne,
Superintendent of Public Instruction

Arizona Department of Education **Special Edition**



Excellence in Special Education

Congratulations to the 2005 Director's Institute Award Winners!

Raena Janes: Community

Raena has worked in the educational field for approximately 20 years, spending the first 16 working alongside the principal of a private school in Tucson. When bad news came that the school would be shut down, Raena submitted an application to open a charter school. In 2002, her dream was realized and La Paloma Academy was born. Raena's goal was to create an environment that

Denise Scafone and Transition Teachers: Impact in Classrooms and Learning

Sometimes, Jane McCulley describes the teachers at Glendale Union High School District's Transition School as beating with one heart. The core belief of the team is that students with emotional/behavioral disabilities deserve to have access to a high academic curriculum. They also insist on consistent behavior programs so students learn the social

Yvonne Watterson: Leadership

Yvonne began her tenure at GateWay Early College High School during the 2003/04 school year. She came into a school with a 50 percent dropout rate, a 49 percent attendance rate and extremely low AIMS scores. She began making small changes in policies, which allowed the school's underserved population a more structured school day with an emphasis on increasing student support. In one

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**A
Publication
About
Exceptional
Students**

Winter 2006

Featured Topics:

- **Learning Communities as a Model for Professional Development**
- **Response to Intervention**

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*Printed in Phoenix, AZ by the Arizona Department of Education.
Copies:2500, Total Cost: \$2811.27, Unit Cost:\$1.13, Date:12/05*

Call for Articles

We invite you to submit an article or provide topic information for a future issue of the Special Edition. Please contact Peggy Levesque at plevesq@ade.az.gov to review topic approach.

Article deadline for the Spring 2006 issue is January 15, 2006. Featured topics will be: "Professional Development: Innovative Instructional Strategies for the Classroom" and "Emotional Disabilities."

Article deadline for the Fall 2006 issue is May 15, 2006. Featured topics will be: "Educational Interpreters for the Deaf and Hard of Hearing" and "Mental Health Support Services."

Article deadline for the Winter 2006/07 issue is September 15, 2006. Featured topics will be "Developing Leadership Skills in the Special Needs Student," and "Taking the Stigma Out of Special Education."

All articles subject to editing. Download writers' guidelines and a list of additional article ideas to consider from www.ade.az.gov/ess/cspd. Please send high resolution photographs or vectored art to Peggy Levesque at the above e-mail address or to the address below, attention Special Edition/Miriam Podrazik.

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To stay abreast of what's going on at the Arizona Department of Education, check out the Web site frequently. www.ade.az.gov

Response to Intervention

The Ultimate Pre-Referral Intervention Model

By Joanne Phillips, Deputy Associate Superintendent, Exceptional Student Services

IDEA 04 created a special section in the new statute and entitled it “Special Rule for Eligibility Determination.” Under Specific Learning Disabilities, Section 614(b)(6), it says:

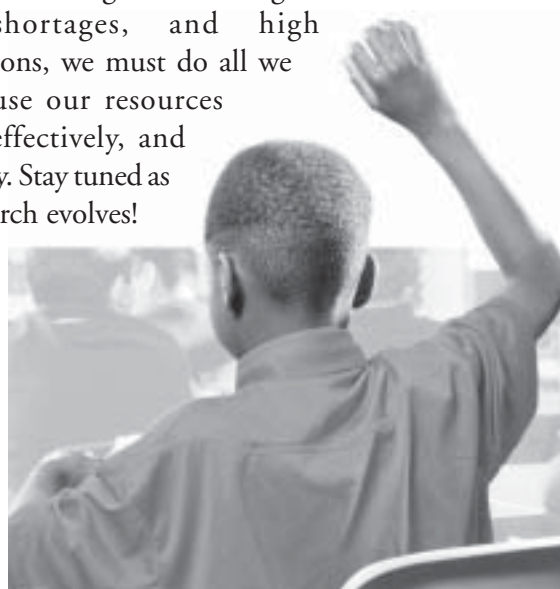
“Notwithstanding section 607(b), when determining whether a child has a specific learning disability as defined in section 602, a local education agency shall not be required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.

In determining whether a child has a specific learning disability, a local educational agency may use a process that determines if the child responds to scientific, research-based intervention as a part of the evaluation procedures described in paragraphs (2) and (3).”

The state may determine the specific model or parameters of the Response to Intervention (RtI) model used by a district or charter, but the decision to *use* such a system rests with the LEA. Many ask how this is different from current pre-referral intervention models, such as student study teams, teacher assistance teams, etc. The answer lies in the quality, depth and breadth of data maintained and interventions used. Generally, the existing pre-referral models have a teacher referral form that identifies potential concerns in the child’s background, health, attendance, discipline record, etc., as well as results of a parent contact. The specific problem is either defined by the referring teacher and/or clarified by the team. The teacher lists what strategies have been tried and their level of success. The team reviews the student profile and suggests other strategies, which are monitored (or not) to help determine effectiveness in remedying the problem. Data may or may not be taken, and results may be reported somewhat subjectively. When little or no progress is made, the result is often a referral for an individual special education evaluation. A good system may have 80 percent or more of those referred found

eligible for special education, based on the discrepancy formula. A less efficient system may qualify as few as 50 percent of those evaluated, a significant drain on evaluation resources.

Done well, RtI creates a system of steps designed to provide research-based interventions matched to the needs of the student. They are implemented on a prescribed schedule for a specific period of time, much as a doctor would prescribe medication. Results are monitored continuously and progress mapped. Data are collected and analyzed, and programs modified, based on the student-driven data. If the desired progress is not obtained within the timelines set, next step decisions are based on the data, rather than on a subjective opinion. Generally, good decisions stem from comprehensive data from a variety of sources. Such is hoped in using RtI. It is expected that referrals for evaluation will be for those students who truly manifest characteristics as a student with a learning disability, who have been unable to progress despite appropriate, high quality academic interventions. It will allow psychologists more time to be in classrooms, assisting in the design of interventions and interpreting data for better outcomes. Only time will tell the efficacy of RtI, and whether it will reduce the numbers of students referred to special education, or increase the probability of the “right” students being referred. In this age of shrinking dollars, staff shortages, and high expectations, we must do all we can to use our resources wisely, effectively, and efficiently. Stay tuned as RtI research evolves!



RAISING THE BAR

The Arizona State Improvement Grant – Goal III

By

Laura M. Young, SIG Literacy Coordinator, Retired



The State Improvement Grant (SIG), which Arizona received in the fall of 2002, has a focus on three goals to improve special education services in Arizona. Goals I and II address teacher recruitment and retention and improvement of special education services in charter schools. Goal III states: Students with disabilities will attain statistically significant reading gains over their baseline scores or against comparable control groups through the use of scientifically-based research validated strategies related to developing early literacy and reading skills.

Efforts under Goal III include a number of different opportunities/activities to support literacy related objectives. Raising Special Kids and Pilot Parents of Arizona, as SIG partners working regionally, have offered opportunities to local education agencies (LEAs) across the state to provide training to parents,

especially those of children with special needs. Although the primary focus of their trainings is to assist parents of children with special needs, they have incorporated information about how to encourage children to develop vocabulary and pre-literacy skills.

The Arizona Literacy and Learning Center, along with educational consultant Cathy Otto, presents a series of trainings for preschool teachers to provide them with strategies for teaching and assessing phonological awareness and other early literacy skills as well as strategies to encourage parental involvement. Two of the trainings are provided via videotape with an accompanying manual to be viewed at the convenience of the participants. The third training in each series is an on-site presentation made at 12 sites around the state at locations in Yuma, Window Rock, Kingman, Sierra Vista and a variety of towns in between. Over 1100 preschool and kindergarten educators participated in one or more of these trainings during the first three years and more than 600 are registered for the 2005-2006 series as Special Edition goes to print. Many participants go back to share their training with colleagues at their schools.

Regional special education reading specialists have been working around the state with teams of special educators and other teachers who provide instruction to K-3 special education students with reading difficulties. SIG reading specialists are based in all three Arizona Department of Education (ADE) offices in Flagstaff, Phoenix and Tucson. During the first three years of the SIG, approximately 35 districts embarked on the process of systemic change in their approach to teaching reading to special education students. This method is similar to Reading First: (a) reviewing reading programs to be sure they are

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Personal Relationships Motivate Students to Achieve

Editor's note: Special Edition is profiling the three award winners at Arizona's 2005 special education Director's Institute given in November. Find out about Raena Janes and Yvonne Watterson in upcoming issues.

Thirty-six-year-old Denise Scafone's self-proclaimed desire "to make the world a better place" has guided her decisions for most of her adult life. Those decisions led her into her current position as transitions and homebound facilitator at Transitions School, a 10-classroom campus in the Glendale Union High School District (GUHSD) that serves students with emotional and behavioral learning disabilities. Her success in this role helped her team win the "Impact in Classrooms and Learning" award at the 2005 Director's Institute.

Eight years ago, after moving to Arizona from Michigan as a third year teacher, Scafone met with the GUHSD special education director about starting a brand-new program for students with emotional disabilities. At that time these students received outsourced services, and the district felt the needs weren't adequately met. With her bachelor degree in

special education, master's in secondary education and her altruistic approach to life, the job seemed tailor-made for her.

She was given free reign to design a behavior modification program that would work best for the students. Relying on the support of social worker, Jackie Nelson, and psychologist June McCulley, Scafone began the program with eight students in an old farmhouse, focusing not just on individualized academics, but on personal relationships as well. Most students enter the program from a special education program. One goal was to shift students into general curriculum as quickly as possible so they could transition into their home schools.

Scafone often thinks of Luke*, her first transition student. After suffering unspeakable abuse in his early childhood, Luke lived in a series of group homes and residential treatment centers. When Scafone met him as a high school junior, he had not attended a public school since elementary. A shy, intelligent young man with nonexistent social skills, Luke desperately wanted to fit in with others his age. However, he had no idea what was socially appropriate outside the institutional settings that had been home for so long.

"Together," Scafone said, "we worked on how to approach people to start conversations." They went into the community—grocery store, restaurant, etc.— to analyze how others interacted. They talked at length about Luke's hopes and dreams. At the beginning of his senior year Luke began taking three classes at his home school, spending the rest of the day



Continued on Page 19

scientifically based, comprehensive, and appropriate for intervention, (b) using curriculum-based assessment, and (c) training teachers in the five critical elements of reading instruction and how to use data to inform instructional decision making. Each district had four to ten members on their core SIG team with other staff members participating in some of the training. Another dozen districts participated in some parts of the training efforts by sending teachers to one or more of the individual trainings.

For this school year all teams will train together in Phoenix in a series of four two-day sessions. A capacity building professional development grant was made available for low performing schools. SIG reading specialists plan to schedule regional trainings (Flagstaff, Phoenix and Tucson) again for the 2006-2007 school year. Schools interested in this training should watch for the grant coming back online next spring.

Three districts chosen regionally with high numbers of ELL and Title I students were trained by the SIG reading specialists to be models of systemic change in grades 4-8 reading instruction. This process is similar to the efforts used with schools focusing on grades K-3, but includes some grant funds. These funds purchased a data management system for curriculum-based assessment and to provide stipends to the teachers who agreed to work with the SIG, providing data for inclusion in yearly SIG reports. In addition to the original three LEAs included in this objective, capacity building grants for the purpose of focusing on systemic change in reading for special education students in grades 4-8 were made available to an additional nine LEAs throughout the state.

Although the SIG expires in the fall of 2007, plans are underway to apply for a five-year renewal, which would make the training opportunities described above available for some years to come. Schools interested in involving teachers or staff in any of these trainings should contact the State Improvement Grant personnel at 602.364.4016 for further information.

Raena Janes: Community (continued)

provided a solid foundation for children. As La Paloma's popularity grew, Raena's belief in leaving no child behind manifested in expansion. Today, La Paloma has three campuses, and serves over 1300 students in southern Arizona. *Nominated by Jackie Trujillo*

Denise Scafone and Transition Teachers: Impact in Classrooms and Learning (continued)

skills needed to be successful after high school. The average dropout rate for students with emotional/behavioral problems is around 50 percent. This transition team has a rate of less than 6 percent for the past four years. The students hold the teachers in high regard because they are treated with respect and work to find solutions for all students. *Nominated by June McCulley*

Yvonne Watterson: Leadership (continued)

year, Ms. Watterson's policies led to lower dropout rates and higher attendance rates; and the school made AYP due to more students passing the AIMS. Yvonne also has the school participating in PDLA, which allows change in the school's culture and learning community. *Nominated by Nora Laflin*



Phoenix School District Finds Reading Program Successful

Dr. Carol Peck

Hundreds of Phoenix area students drop out of high school, due mainly to their inability to read. Quality high school reading programs are rare; even harder to find are effective and affordable interventions for struggling teenage readers.

The Phoenix Union High School District has discovered a way to help reverse this dismal statistic by enrolling certain students in the READ 180 program of the Scholastic Book Company. This program addresses individual needs through instructional software, high-interest literature and direct instruction in reading skills.

Disturbed with low reading achievement, the district wrote a proposal and received a grant in 2002 to fund its vision, beginning with the improvement of reading. "Project Excel" teams that include teachers, parents and administrators were developed at school sites to implement district-wide goals.

"I didn't read very well in eighth grade, and school was hard," said one ninth-grade student. "Now I like to read. I read harder books, and I get better grades." Carl Hayden High School reading teacher Jeanne Le Sage is pleased with the results. "The components of the program provide individual attention, so all students experience success...and success begets success," she said.

Based upon assessments of struggling 10th-grade students, the preliminary program results from fall 2003 to now are very promising. Readers participating in READ 180 over a four-month period showed a median gain of seven months on the Stanford 9 standardized tests. Forty-two percent of these students also showed a growth of at least one grade level.

"The development and implementation of the READ 180 program has been a site-based decision," said Jeanne Anderson, curriculum director for the Phoenix Union High School District. "We know that this program also offers a good system of accountability for reporting to

our community, but the proof is in watching students become successful readers."

Arizona is experiencing an explosion in its K-12 student population. But this is not the advantage it could be because many young people emerge from the K-12 system with reading difficulties and are ill prepared to be successful in the workforce.

Do you have a student with difficulty reading? I urge educators to do whatever it takes to work with the parents to help ensure that the needs of the student are being addressed. Not only are healthy reading skills critical to each child, but having an educated America is critical to the future of our country.

Carol Peck is president and CEO of the Rodel Charitable Foundation of Arizona. Contact her at rodel@rodelfoundations.org.



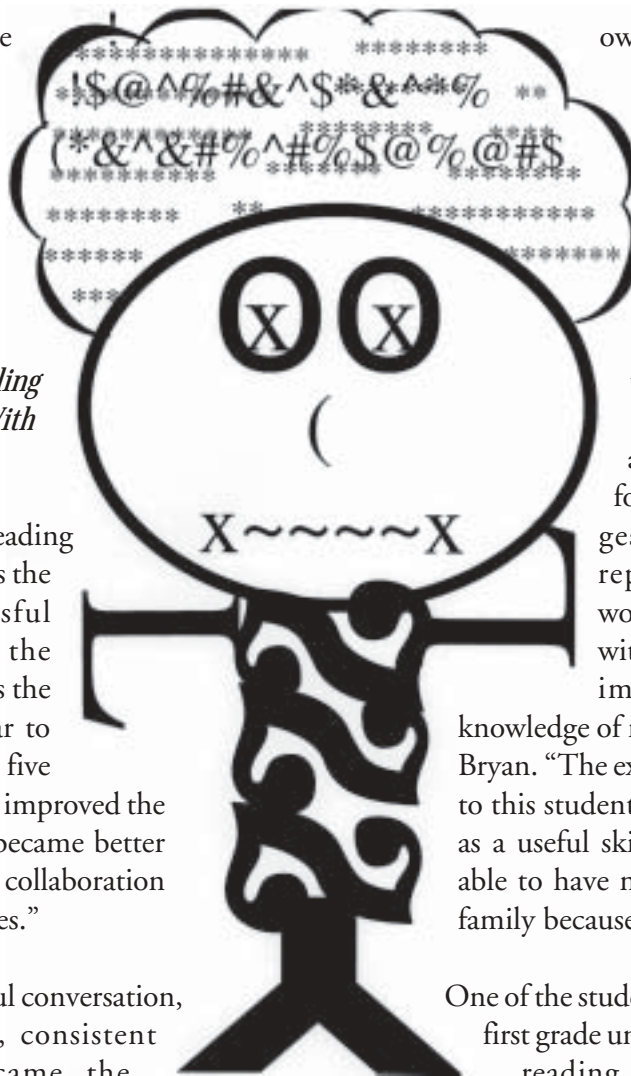
Help for Struggling Readers

In November of 2004, three reading specialists from the Peoria Unified School District reached a milestone. After almost five years of collaboration, Carol Bryan, Bev Wirt, and Kathleen Wesley completed their passage into first-time authorship with the release of their book *Discovering What Works for Struggling Readers: Journey of Exploration With Primary-Grade Students*.

Published by the International Reading Association, this book documents the yearlong journeys to successful reading of three students in the authors' respective classrooms. As the authors met throughout the year to discuss progress, they identified five common teaching principles that improved the skills of their students. "We all became better teachers," said Wirt, "because our collaboration expanded our individual resources."

These five principles—meaningful conversation, choice, pertinent instruction, consistent support, and purpose—became the foundation for their book. While all points are key in the framework for teaching, they have found that each student responds differently to a specific stimulus. Meaningful conversation, however, seems to ignite the imagination of almost all students. “Conversing about thoughts and opinions may not happen at home,” Bryan said. So she makes a habit of asking open-ended questions that require thought.

Wesley's student, Joshua, benefited most significantly from meaningful conversation. The first day of school, she noticed he shrugged most of his answers and had limited language skills. Wesley began by making eye contact with him whenever she spoke to him and always required eye contact and complete responses from him. It didn't take long for Joshua to realize the value of his



own thoughts and opinions and to develop a willingness to share these with others.

The authors see children get very excited to learn that others value their ideas. Bryan relates the story of one first-grade boy well into the program who went to the zoo with his family shortly after reading a book about roadrunners. On the following Monday, with animated gestures and sparkling eyes, he reported to his teacher all the wonderful information he had shared with his family at the zoo and how impressed they were with his

knowledge of roadrunners. “I was thrilled!” said Bryan. “The experience made reading important to this student, not just as a school activity, but as a useful skill out in his real world. He was able to have meaningful conversation with his family because of reading a book.”

One of the students in the book—Allison—began first grade unable to read at all. Using sustained reading intervention techniques, Wirt discovered that animals motivated this student, so she geared books to this interest (pertinent instruction). When a friend successfully exited the program, Allison realized she, too, could succeed, reinforcing her sense of purpose. By March her reading skills had elevated to midpoint and on grade level.

Choice was a primary motivator for Bryan's second-grade student, Brianna. The child had suffered serious illness as a preschooler and changed schools a number of times during kindergarten and first grade. She virtually bristled with independence. Rather than take over all control, Bryan allowed Brianna to choose her own books and set her own pace. This approach gave Brianna the confidence to get close to her teacher, eventually allowing Bryan to help direct. Pertinent instruction also played a

significant role in Brianna's progress. "She needed to experience immediate feedback and success," Bryan said.

All students need consistent support, but especially those who struggle. One element of the authors' process is to make sure all adult caregivers work from the same reading philosophy and use the same terminology. Along with staying in constant communication with other teachers and tutors in the school, they use various methods to maintain communication with parents such as parent meetings, newsletters with tips, and progress reports sent back and forth so parents can reinforce their children's reading development.

The authors are gratified at the positive input from a number of their readers. One teacher said, "I use the five points of action as a checklist when creating my lesson plans." Another reader found the 'reflection points' throughout the book helpful in applying the ideas to her own classroom.

The authors have shared the ideas from *Discovering What Works for Struggling Readers: Journey of Exploration With Primary-Grade Students* at local, state, and national conferences. So dedicated are these women to the message they merely sigh at the fact that they cover most of their own expenses. According to Wirt, "Financially, we might be up to thirty-five cents an hour at this point."

In spite of their lack of financial gain as published authors, they have a couple of ideas for future books to improve reading skills. "Reading is necessary to succeed at anything in life," said Bryan. "Our mission is to do whatever we can to improve student outcomes," added Wesley.

Carolyn Bryan is a Program for Accelerated Literacy (PAL) reading specialist at Canyon Elementary School, Glendale, AZ.; Kathleen Davies Wesley is a PAL reading specialist at Sun Valley Elementary School, Peoria, AZ.; Bev Wirt is now a first-grade teacher at Marshall Ranch Elementary School, Glendale, AZ. Their book can be purchased at www.reading.org or Amazon.com.

Graphic done by Jose Alvarez, Bradshaw Mountain High School in Prescott Valley.

Parents: Be Informed

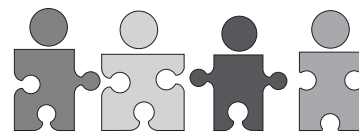
Check out these resources for information on a variety of topics relating to your special needs child.



Arizona's Parent Information Network (PIN):

- Current listing of PIN specialists for your county
- Clearinghouse documents and resources
- List of available free trainings
- Latest copy of the online newsletter *Network News*

www.ade.az.gov/ess/pinspals/



The pieces are coming together

Knowledge • Competence • Achievement

Enhancing Arizona's Parent Network (EAPN) offers a variety of resources throughout the year. Visit <http://www.ade.az.gov/ess/eapn/>.



Pilot Parents of Southern Arizona provides information and referrals to parents of children with disabilities. Call 520.324.3150 (Answering machine available) for Tucson, or 602.468.3001 in Phoenix.



Raising Special Kids provides support services to families with children who have disabilities. Contact them at www.raisingpecialkids.com or 602.242.4366.

Responsiveness to Intervention

The reauthorization of IDEA in 2004 expanded the way schools can evaluate students for specific learning disabilities to include “Response to Intervention” (RtI). Some students with a specific learning disability do not seem to respond to scientific-based researched (SBR) instruction and interventions. If the multidisciplinary evaluation team feels they have enough data to confirm this, they may find a child eligible for special education services without the usual battery of normed referenced assessments. For most states, this RtI approach is a new way of doing Child Find and begins in general education.

While schools may choose to use RtI, the state can require that such a process include certain components. The state is required to set the eligibility criteria for determining a learning disability. Arizona Department of Education, Exceptional Student Service Unit formed a taskforce last June to research scientifically-based RtI components. The taskforce has established the SBR components for grades K-8 and will continue to work on the components for grades 9-12 this year. Twenty schools that wanted to pilot RtI in their schools began training in October and will implement the components throughout this school year. It is recommended that schools start with small pilots and continue to use the same methods for evaluation until teams are secure in the process.

Arizona’s RtI plan uses a three-tiered model. This approach is a system-wide method of looking at the performance of all students to determine if they successfully meet expectations. If the students do not meet acceptable standards of performance, schools know who the students are and can provide further instructional interventions. In the first tier, all students receive SBR instruction.

Within that tier all students (universal screening) are benchmarked three times a year with Curriculum Based Measures (CBM) in reading, math, and writing. (This first year the pilot schools are assessing reading and math.) Curriculum Based Measures are short (one to three minute probes) assessments created by Stan Deno in the seventies. Many years of positive research show their validity for identifying students at risk for not succeeding in the general instruction and measuring progress of instruction. This universal screening aligns with measures already being assessed in Reading First schools and AZ Reads when districts are required to assess with DIBELS (CBM probes for reading).

Those students that don’t respond in the first tier will be given another short assessment to determine if the problem is a skill deficit or lack of motivation. Those students with skill deficits will be given more intense small group interventions in the second tier and will be monitored for success weekly. If the student is still unresponsive to the intervention, the third tier will include intense individual interventions that are monitored on a daily basis. Using data analysis of the CBM assessments and other performance data, the teams will determine whether the child is responding to the interventions or whether a referral for special education is required. Parents are included throughout the process.

For further information on Arizona’s Plan for Response to Intervention, contact Dolores Ratcliff, Program Specialist, at 602.364.4003 (dratcli@ade.az.gov) or Aanya Rispoli, 602.364.3026 (arispol@ade.az.gov).



Arizona's Response to Intervention Pilot Program

With this pilot program, the Arizona Department of Education hopes to disseminate appropriate information about using RtI during the evaluation process, while deciding whether a student may have a learning disability. Each of the teams chosen to go through the concentrated RtI training will be given specialized training and materials in order to utilize the RtI process in their schools. The goal of this pilot program is decreased referrals to special education for students with learning disabilities.

RTI Pilot for 2005-06

- Twenty teams
- 10,398 students involved
- 75 percent of teams are already doing CBM with reading (DIBELS)
- Teams come from rural and urban Arizona
- Teams come from Charters and Unified Districts
- Teams have varied student populations

Teams

- Unified School Districts
- Coolidge
- Dysart
- Ganado
- Glendale
- Higley

- Parker
- Scottsdale
- Snowflake
- Tempe
- Tucson
- Deer Valley

Elementary School Districts

- Cartwright
- Fowler
- Kyrene
- Litchfield
- Patagonia

Charter Schools

- Dobson Academy
- Mesa Arts Academy
- Triumphant Learning Center

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BULLYING

It's Against the Law!
by Becky Phifer, former PIN specialist

As of August 12, 2005, Arizona has a new law against bullying and we have a group of students from Tucson's Mansfield Middle School to thank for it.

While working on a policymaking project in 2003, called Project Citizen, the students chose the subject of bullying. A couple of students e-mailed Governor Napolitano with their concerns. In reply, she recommended they come up with a proposal for legislation. The students researched laws from other states, winning both state and federal recognition for their project.

Their first attempt, House Bill (HB) 2533 failed in 2004. Revisions were made and resubmitted as HB 2368 which was voted into law by Arizona's 47th Legislature and signed by the Governor in April 2005.

The new law directs Arizona school district governing boards to *"prescribe and enforce policies and procedures to prohibit pupils from harassing, intimidating, and bullying on school grounds, on school property, on school buses, at school bus stops, and at school-sponsored events and activities to include:"*

- Procedures for pupils to confidentially report all incidents
- Procedures for parents/guardians to submit written reports of suspected incidents to school officials
- A requirement for district employees to report suspected incidents to appropriate school officials
- A formal process for investigation by appropriate school officials
- Disciplinary procedures for pupils who admit to committing or been found to have committed incidents
- A set procedure with consequences for submitting false reports

Bullying is behavior that is intentional and is done in an aggressive manner by one or more persons, carried out repeatedly and over time, usually targeting someone less powerful or "different" in some way. It can be verbal, psychological, or physical.

In 1998, the National Institute of Child Health and Human Development (NICHD) completed a study of students in grades 6-10. Data showed that nationwide, *"3.2 million youths were victims of bullying...and 3.7 million were bullies,"* also noting that three out of 10 kids are bullies, victims, or both. The negative impact of bullying includes academic and behavior problems, a high dropout rate, poor self-esteem, suicide, crime and violence.



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Bullies

School Initiatives Curtail Behavior

By J. Hensley, The Arizona Republic, September 16, 2005

Jordan Denomie's career as a bully followed the typical arc, until the end.

The Mesa sixth-grader was taunted during his early years in elementary school because he was short and wore glasses. As he got older, Jordan turned the tables and returned the favor to students younger and shorter than him.

But a meeting between his parents and teachers, along with a bully-prevention program, changed all that. Now the 11-year-old patrols the playground at Porter Elementary a few days a week, helping younger students solve their problems without resorting to taunting, name-calling or violence.

"It feels really good because you get to help littler kids and you're not picking on them," he said.

Those are the kind of results Rep. David Bradley, D-Tucson, was hoping for when he introduced an anti-bullying bill that was passed and became law last summer, though the measure lacks funding, oversight, and consequences for districts that don't comply.

But like Porter, many schools around the Valley had a bully-prevention program in place, and administrators and students such as Jordan think they're working.

The Scottsdale Unified District has had a policy for years that includes training for teachers and administrators and a code of conduct students and parents sign before the school year begins.

That policy was put to the test this summer when 10 students were suspended because of a hazing incident among members of the Coronado High School band. Some students duct-taped the hands of younger band members, said Scottsdale schools spokesman Keith Sterling.



"That's a message we wanted to send to our students and others," Sterling said. "This behavior is not acceptable under any circumstances. There is no doubt in anyone's mind who signs that code of conduct."

The Glendale Elementary District has a program, which emphasizes education and consistent consequences for bullying, that has been in place at some schools since 1999. Mark Joraanstad, assistant superintendent of administrative services, said the program changes to meet the needs of students as they get older, such as adding role playing in which students who have been inclined to bully others in the past are put in the victim's role.

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In a document prepared by Brenda L. High, Executive Director of “Bully Police USA,” other statistics note that forty percent of teachers report: school behaviors are getting worse; bullying is most severe in grades 7-9; and victims are mostly boys. It also reported, “*Since 1992, 25 school violence events left 50 people dead and 119 injured.*” Further, it refers to a study of school shootings prepared by the Secret Service as stating that 75 percent of school shooters had been victims of bullying prior to becoming bullies themselves.

It will take a joint effort on the part of parents, teachers, administrators, counselors, law officials and others, through social and monetary means to make this problem go away. We have all experienced some form of bullying in our lives and should all strive to work together to advocate awareness and change, where needed. Ideas for parents and teachers to educate their children/students about bullying were listed on the Bully Police Web site shown below in preparation for the upcoming Bullying Awareness Week. The dates of April 16-22, 2006 were chosen in commemoration of the April 22, 1999 Columbine shootings.

The students that participated in Project Citizen are juniors now. In a speech on June 30th of this year, thanking those students for their determination and hard work, Governor Napolitano stated, “Every Arizona child is deserving of a quality public education in a safe and secure environment.”

Let’s all do what is necessary to ensure that our children have just that!

For further information on these two reports, visit www.fightcrime.org and www.bullypolice.org. Additional resource information on this subject may also be obtained from the Parent Information Network (PIN) Clearinghouse accessed at www.ade.az.gov/ess/pinspals/documents or by requesting copies from the PIN specialist in your area, listed on the PIN home page.

Continued from Page 13

“It avoids preaching to kids,” he said. “We felt that if we just punished incorrect behavior, we’re missing one side completely.”

Teaching students to teach themselves is also a key component of Porter’s program. Selected students serve as playground monitors and in effect police each other. The relationship teaches students problem-solving skills by urging them to rely on each other instead of taking their problems to an adult mediator, said Porter’s principal, Tony LaMantia.

“When we grew up, discipline was a bad word. Now it’s helping kids learn how to get what they want in life,” he said. “It helps kids know how to make better choices.”

Students are frequently in a position to be first responders of sorts, LaMantia said, because bullying comes in many forms and isn’t always as recognizable as one student stealing another’s milk money. Isolating one student from another group of students is a common tactic, particularly among girls, in addition to name-calling, intimidation and fighting. The program at Porter teaches students that bystanders are participants in bullying too.

The numbers indicate that the program has been effective: fights and threats fell by 50 percent or more from 2003-2004 to 2004-2005, he said, and reports of bullying increased.

“That kind of tells me it’s working because kids are reporting more of what’s going on,” he said.

LaMantia and other administrators have interpreted Bradley’s bill as a zero-tolerance policy for bullies.

Bradley said he would take a look at the policies out there and make sure they jibe with the spirit of the bill.

Jordan Denomie’s conscience is clean, but he knows there are bigger battles ahead as he moves into junior high school next fall. “It scares me because there’s ninth-graders and I’m little,” he said. “Maybe this will help. I hope so.”

Used with permission. Permission does not imply endorsement.

Response to Intervention and the SUPPORT Cadre



The SUPPORT Cadre* for many years has provided consultation services for assessment and identification of students with possible special education needs. Response to Intervention (RtI) appears to be another appropriate topic for consultation. Although the cadre focus must be special education related, Response to Intervention is viewed as part of the identification process.

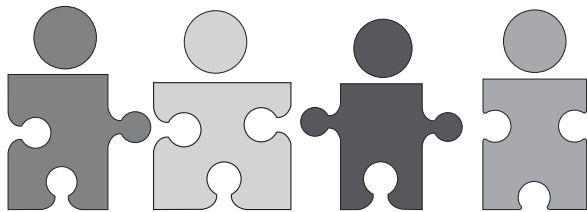
The models of RtI described in companion articles in this issue are comprised of multiple tiers; the final tier is referral to traditional special education placement consideration and services.

In support of RtI, SUPPORT Cadre consultants can be called upon to:

- Assist with the development of individual, protocol-based interventions
- Assist with data collection systems
- Assist with interpretation of individual data analysis
- Consult with teachers on implementation of interventions
- Ensure that the RtI process provides every student access to research-based instruction with close progress monitoring before the team looks to special education

*The System for Utilizing Peers in Program Organization, Review & Technical Assistance (SUPPORT) Cadre is a 'peer' consultative model that provides guidance from one special educator to another via email, phone or onsite. This free resource is coordinated by Exceptional Student Services and available statewide. For information contact June Torrance, SUPPORT Cadre Coordinator, jtorran@ade.az.gov or at 480-570-9046.

FREE RESOURCE FOR SCHOOL STAFF



The pieces are coming together

Knowledge • Competence • Achievement

EAPN

www.ade.az.gov/ess/eapn

- E *Enhance* your knowledge about special education, family support, and effective partnerships. Check out the EAPN Information, Leadership, and Newsletter Links.
- A *Attend* workshops and conferences to learn more about special education and meet families and professionals. Check out the EAPN Event Calendar.
- P *Print* or e-mail IDEA '04 updates and Web sites for parents and colleagues. Check out the EAPN IDEA Reauthorization Link.
- N *Network* with organizations and agencies for information and support. Check out the EAPN List of Organizations.

For more information contact, Becky Raabe, Phone: 928.679.8106; FAX: 928.679.8124 or braabe@ade.az.gov.

Arizona's Commitment to Student Achievement

American public schools were originally organized according to “factory model” principles, widely considered useful to complete any task or solve any organizational problem. The uniformity, standardization, and bureaucracy of this model soon became predominant characteristics of the school district. The philosophy held that it was management’s job to identify the one best way, train workers accordingly, and then provide the supervision and monitoring needed to ensure that workers would follow the prescribed methods. In other words, a small group did the thinking for the entire organization and the process became more important than results.

Most education experts today agree that this system no longer meets the needs of students who must learn how to learn in order to master a more rigorous content necessary to compete in a global economy. Researchers consistently offer remarkably similar ideas for reorganizing the education system, beginning with a new approach for professional development (PD) for educators, in the past two years dubbed “professional learning communities (PLCs).”

The National Staff Development Council (NSDC) saw that the best learning environment is “job-imbedded” whereas much, if not most, of the PD taking place was quite the opposite. It was typical to have what Stephanie Hirsh, Deputy Executive Director of NSDC, termed as “adult pull-out” programs. NSDC established staff development standards based on the newest research, stating, “Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.”

The Arizona Department of Education/Exception Student Services (ADE/ESS) got on board with NSDC’s standards. In 1999 ESS established the Professional Development Leadership Academy to promote this approach throughout the state. Many schools have already begun to implement PLC principles.

In the book *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, Rick DuFour, considered by many an expert in this field, collaborated with Robert Eaker to offer the following six components for a successful PLC.

Characteristics of Professional Learning Communities

1. **Shared mission, vision, and values.** What separates a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create.
2. **Collective inquiry.** The engine of improvement, growth and renewal in the professional learning community is collective inquiry. Those involved: relentlessly question the status quo; seek new methods and test them; then reflect on the results. They recognize that the process (a. public reflection, b. shared meaning, c. joint planning, d. coordinated action) of collectively searching for answers is more important than having an answer.
3. **Collaborative teams.** The basic structure of the professional learning community is a group of collaborative teams that share a common purpose. Collaborative team learning focuses on *organizational* renewal and a willingness to work together in continuous improvement processes as opposed to team building, which focuses on stronger relationships.



4. Action orientation and experimentation.

Professional learning communities recognize that learning always occurs in a context of taking action. Members often develop, test, and evaluate theories. They consider failed experiments to be an integral part of the learning process.

5. **Continuous improvement.** Constant search for a better way characterizes the heart of a professional learning community. Each member considers key questions: 1. What is our fundamental purpose? 2. What do we hope to achieve? 3. What are our strategies for becoming better? 4. What criteria will we use to assess our improvement efforts?

6. **Results orientation.** A professional learning community realizes that its efforts to develop shared mission, vision and values; engage in collective inquiry; build collaborative teams; take action; and focus on continuous improvement must be assessed on the basis of results rather than intentions. Unless initiatives are subject to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement.

Many other experts offer similar if somewhat different PC recipes for success. Pat Roy, education consultant for PDLA, stresses the importance of evaluating each approach before implementation. She adds a caution that to improve chances for making meaningful change, it is critical to include a “whole school” mentality. She believes that because each classroom is so uniquely different, it might be hard to transfer concepts without bouncing ideas off others.

Roy says, “Most people need a lot of support to change their daily practice.” She gives the example of making a commitment to exercise 45 minutes a day. A person is more likely to stick with it if everyone does it.

For information on establishing learning communities contact Pat Roy at cooppat@cox.net or 480.510.3233; or Kathy Tucker at 4learning@commspeed.net or 928.527.0994.

Source for the six characteristics of professional learning communities: *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, by R. DuFour and R. Eaker.



Here's a little extra challenge for those who haven't had enough testing.

1. Name the one sport in which neither the spectators nor the participants know the score or the leader until the contest ends.
2. What famous North American landmark is constantly moving backward?
3. Of all vegetables, only two can live to produce on their own for several growing seasons. All other vegetables must be replanted every year. What are they?
4. Name the only sport in which the ball is always in possession of the team on defense, and the offensive team can score without touching the ball?
5. What fruit has its seeds on the outside?
6. In many liquor stores you can buy pear brandy with a real pear inside the bottle. The pear is whole and ripe, and the bottle is genuine; it hasn't been cut in any way. How did the pear get inside the bottle?
7. Only three words in Standard English begin with the letters “dw” and they are all common words. Name two of them.
8. There are 14 punctuation marks in English grammar. Can you name at least half of them?
9. Where are the lakes that are referred to in the Los Angeles Lakers?
10. There are seven ways a baseball player can legally reach first base without getting a hit. Taking a base on balls (a walk) is one way. Name the other six.
11. Name the only vegetable or fruit that is never sold frozen, canned, processed, cooked, or in any other form except fresh.
12. Name six or more things that you can wear on your feet beginning with the letter “S.”

Find the answers on Page 30.

PRESCOTT PROFESSIONAL LEARNING COMMUNITY

A Microcosm of Staff Development Success

Three years ago, the Prescott Unified School District (PUSD) had no consistent program to improve student achievement. Data collected was underutilized and decisions were often based on the intuitive process. All that changed when they sent a

team to the Arizona Department of Education's Professional Development Leadership Academy (PDLA).

The PDLA offered trainings on the National Staff Development Council's "Standards For Staff Development." In those trainings the Prescott team learned of the data-driven decision-making model.

Armed with a new understanding of professional development (PD), the team returned to Prescott and evaluated their district. They noticed that 10 percent of the staff completed 95 percent of the professional development activities. "These activities were obviously staff-driven," said Marianne Brooks, LEA grants manager for the Prescott Unified School District, "rather than student-need driven." The team concluded that in order to comply with No Child Left Behind and to increase student achievement for all students they needed to develop a more effective PD program.

The PUSD PDLA team analyzed the AIMS scores for the previous three years and discovered that district students in all tested grade levels scored consistently lower in math than in reading and writing. This data led to a decision to make math the district-wide target content area for PD, using the three-year performance measures of the third, fifth, eighth and tenth grade AIMS results as the baseline.

After evaluating several research-based models, the district chose a data-driven decision-making model to use in conjunction with a variety of other effective PD models as having the best potential to leverage the greatest increase in student achievement. "We gave this approach the highest priority," said Brooks, "and we implemented the model district wide."

All principals and their data teams were responsible for training on data analysis and sharing the information with their staff. Then each site developed



SMART goals and PD activities as part of an action plan that addressed the needs of the students as supported by the data. According to Brooks, these action plans are living documents to be revisited bi-annually and updated as needed. Teachers base their 301—a publicly-approved initiative to provide additional monies for teacher compensation—PD goals on the action plans for their site.

The district offered an online book study, using *On Common Ground: The Power of Professional Learning Communities* by Richard DuFour, Robert Eaker and Rebecca DuFour, to all staff from school board members to teachers. This initiated implementation of professional learning communities (PLCs) in each school, complete with protocols to insure productivity.

Many committee meetings, much discussion and numerous presentations convinced the district's governing board to set aside Wednesday afternoons for job-embedded PD. Each school site spends that time in PLCs that focus on student work and data, grade-level planning, district-level committee planning, standard-based instruction, and drawing on each other's expertise.

Over the past three years, the district PDLA team has grown to include the superintendent, the LEA grants manager, all principals, the special education director, the curriculum and testing coordinator, the professional development coordinator, and four teachers. The high-level collaboration of this team provides the influence to overcome the inevitable obstacles that arise with any change process, and they plan to maintain involvement as they move forward with PD plans that focus on the needs of the students.

Although the three-year commitment with PDLA has ended, raising the student math scores by five percent on AIMS speaks to the success of the program. The district vision remains firm: increase achievement for all students through sustained, high-quality professional development for all district staff.

Contact Marianne Brooks at
Marianne.Brooks@exchange.prescott.k12.az.us.

at Transitions. “He was so excited,” Scafone said, “to be a part of something with teens his own age.” And Luke’s description of his many new experiences, especially his first dance, was exciting for Scafone.

“Luke’s graduation was one of the highlights of my career,” admits Scafone. She recounts how everyone who knew Luke cried at this milestone. He went on to graduate from Collins College and moved away, but she still hears from him occasionally. “I hope I had half the impact on his life that he had on mine,” she adds.

Seeing students like Luke succeed keeps Scafone motivated. The program has grown each year to its current student population of 100. She credits a caring and dedicated staff that works alongside students to help them learn what they need to succeed. The staff adjusts general curriculum to each student’s learning style and tries to remove the fear of failure. They work hard at building a rapport and help students believe in themselves so they want to try. These are motivations the students may never have gotten anywhere else.

The results? Seventy-five percent of Transitions School students perform in the general curriculum, which, according to Scafone is very high for this demographic. Not only that, the dropout rate has plunged from an average of 50 percent to six percent for the past four years. Transitions has provided an outlet for Scafone to live up to her ideals. “Giving back brings out the best in others, which ultimately brings out the best in myself.”

Congratulations to Denise and her teaching team at Transitions School. And thanks for being a model of excellence in education.

*The name has been changed to protect the student’s privacy.

Alternate Assessment System Opens January 4, 2006

The Alternate Assessment data entry system available through the Arizona Department of Education (ADE) common logon opens on January 4, 2006. In order to assist teachers and administrators responsible for conducting alternate assessments for eligible students, a checklist delineating timelines and submission requirements was developed to facilitate the assessment process.

Administrator Checklist

Has the special education administrator or designee completed the following tasks?

| | YES | NO | Timelines 2005-2006 | TASKS |
|------------------------|-----|----|--------------------------------|--|
| August to September | | | | Trained new staff in the administration of alternate assessments |
| November 15 | | | | Submitted Excel Password Request File FY 2006 to enterprise@ade.az.gov and mdahl@ade.az.gov |
| January 4 to 18 | | | | Trained staff in data entry procedures |
| January 31 | | | | Received Forms 1, 2 or 3*, and 4 from private or other public schools *For Level I eligible grade 10 students |
| January to March | | | | Monitored data entry of all eligible students |
| March 4 | | | | Received point-in-time assessment Forms 5 A-D (Level I) or 3 A-D (Level II) from private or other public schools |
| January 31 to March 31 | | | | Entered data for all students served by other entities on behalf of the district of residence |
| April 1 to 30 | | | | Completed final verification of alternate assessment data |
| April 30 | | | | Application closes following final verification or no later than April 30 |
| April 1 to June 1 | | | | Printed and disseminated student reports to parents |

Teacher Checklist

Has the teacher completed the following tasks?

| | YES | NO | Timelines 2005-2006 | TASKS |
|--------------------|-----|----|--------------------------------|---|
| August to December | | | | Instructed students on alternate academic standards |
| | | | | Updated Form 2, Standards Status Report |
| | | | | Conducted parent interview (Form 4) |
| | | | | Instructed students on activity-based performance assessments (Level I, Forms 5 A-D or Level II, Forms 3 A-D) |
| | | | | Completed Form 3, AIMS-A Performance Evaluation for Level I eligible grade 10 students |
| January | | | | Entered each student's demographic information in the ADE common logon database for early validation |
| | | | | Verified level of assessment (Level I or II) from IEP |
| January to March | | | | Entered assessment scores |
| March | | | | Conducted point-in-time activity-based performance assessment (Level I, Forms 5 A-D or Level II, Forms 3 A-D) |
| | | | | Updated Forms 2 or 3, and 4, if indicated |
| March 31 | | | | Application closes |

No Fear!

Demystify Test Day and Improve Results



“Hip, hip, hooray, we’re ready for test day!” Sharon Wilkins exclaimed as she led a parade of third- and fourth-graders into her classroom. Twenty students clapped their hands as they marched behind their teacher. Their faces reflected the “can do” spirit Wilkins planted in their fertile minds. It was AIMS test day, Spring 2005, and these children actually looked forward to it.

As Wilkins settled her students on the floor to share in a special “picnic” lunch, she reminded them, “You’ve worked hard and you’re ready. I’ll always love you.”

The idea to celebrate test days resulted from a question one of her students asked four years earlier. “If I get a great test score does that make me a great student?” Wilkins realized that too much of a child’s self worth was tied into testing. She wanted her students to know that, while testing is important, it’s only “a slice” of who they are.

Since then, Wilkins begins on the first day of the school year to shape her students’ attitudes towards testing. Not only has she seen a more relaxed outlook, but improved test scores as well. She offers the following tips to prepare students for success.

1. Establish an “I can,” never-give-up mindset.
 - Ask students to list things they cannot do. Then, discuss how they *could* do those things if they really wanted. Bury the papers on the playground or throw them in the trash. Announce a ban on “I can’t.” Tell them thoughts are powerful so think great things!
 - Pencil holder: Measure rectangle strips to fit clean soup/vegetable cans. Each student writes

the words, “I can!” on a strip and glues it to the can as a visible “can do” reminder.

- Make posters or banners with the words “I can” and have all students sign them.
2. Discuss how the students feel about testing. Admit that you have some of the same feelings when you take a test.
 3. Tell them you are going to prepare them all year long so when the test comes, it will be a “piece of cake.”
 4. Explain a multiple test question.
 5. Make sample tests for students to practice filling in the bubble sheet.
 6. Go online and find sample test questions for the AIMS. Practice a couple of months before the test.
 7. Make posters of test strategies, i.e., “read the directions carefully,” “narrow the multiple test questions down to two and then choose the best answer,” etc.
 8. Prepare “brain food” in Zip Lock Baggies (pretzels, peanuts, dry cereal, etc.) for a between-testing snack.
 9. Discuss the word: perseverance. How would that apply during the test?
 10. On the day of the test, SMILE! Read a funny poem. Laugh! Write BELIEVE and it will BE” on the whiteboard. Assure them that they are ready and capable.

Sharon Wilkins is an award-winning early childhood educator with more than 30 years experience. She is a popular speaker and has written numerous articles and authored the book Ready for Kindergarten. Contact her at swilk44@aol.com.

Child Find Update

The intent of Child Find is that all children from birth through age 21 with delays or disabilities are identified, located and evaluated to receive the supports and services they need. For more information visit www.ade.az.gov/ess/childfind or contact the new Child Find/Parent Information Network Coordinator.

Becky Raabe
2384 N. Steves Blvd.
Flagstaff, AZ 86004
Ph: 928.679.8106
Fax: 928.679.8124
E-mail: braabe@ade.az.gov

STaR Power

Welcome the new System Training and Response Team!

A new Arizona Department of Education (ADE) System Training and Response Team (STaR) in the School Finance Section is now available to provide free workshops and one-on-one telephone training to LEAs who experience challenges with ADE online applications. Three members of the Regional Training Centers (RTC) from Tempe and Tucson have joined a director to form this group's core SAIS expertise. Four additional staff will be brought on-board: two for the Flagstaff location, one more for the Phoenix location, and one additional member for the southern location in Tucson. Candidate selection is under way and soon the entire team will be available to respond to your questions.

Workshops currently being offered throughout Arizona incorporate all aspects of SAIS data uploading, including ADM, ELL and SPED. Once fully staffed, the System Training and Response Team will branch out to support other ADE Business Units with their specific applications.

For workshop scheduling and contact information, as well as in-depth information on SAIS, please browse to the STaR Web site at www.ade.az.gov/schoolfinance/STaR.

"Good-faith" Effort on NCLB Will Win Reprieve

In an October 2005 letter, Education Secretary Margaret Spellings assured those states not in NCLB compliance that they would not lose federal funds as long as they implement the law and show a good-faith effort to hire highly qualified personnel. This "reasonable approach" to implementation consists of four components.

1. Establish an appropriate definition of a "highly qualified teacher."
2. Report to parents and the public the number of classes taught by highly qualified teachers.
3. Provide complete and accurate HQT data to the U.S. Department of Education
4. Ensure that experienced and qualified teachers are equitably distributed among classrooms with poor and minority children and those of their peers.

Those states that can demonstrate successful implementation of these four elements will be given an opportunity to negotiate and implement a revised plan to meet the HQT goals by the end of the 2006-07 school year.

Support Character Education!

Order auto license plate to support character education in Arizona

The cost is \$25, with \$17 going to support proven and effective character education programs in Arizona. Go to www.servicearizona.com. Click on "personalized/special plates" and follow the directions to order.

Bulletin Board

Online Resources

Response to Intervention

Find a variety of RtI reports and resources on the Arizona Department of Education Web site: <http://www.ade.az.gov/ess/cspd/RTI/>

Learn about the challenge to traditional assessment practices used to identify children with learning disabilities: the advent of Response to Intervention (RtI) as an alternative: http://www.aimsweb.com/products/aimsweb_rti.ht

The emphasis of RtI is to focus on providing more effective instruction by encouraging earlier intervention for students experiencing difficulty learning. Find articles and research: http://www.margaretkay.com/response_to_intervention.htm

Response to Intervention: An Alternative to Special Education. This site offers a replay of a telephone seminar that addresses the issue of students who have difficulty in the general education classroom and must wait to fail before they can receive services: <http://forums.asha.org/about/continuing-ed/ASHA-courses/T/T0502.htm>

Learn about Response to Intervention as a problem-solving approach aimed at preventing unnecessary assignment to special education: http://www.reading.org/resources/issues/focus_nclb_IDEA_RTI.html

Response to Intervention Reference and Weblinks posted by the National Association of State Directors of Special Education (NASDSE): www.nasponline.org/advocacy/rtireference.pdf

Professional Learning Communities

Learn how smaller learning communities can enhance professional development and improve student outcomes: www.ed.gov/programs/slep/index.html
Solution Tree—Professional Learning Communities, DuFour, Eaker... new ways to bring the latest concepts

in teaching to education professionals around the world. From professional learning communities and classroom management to bullying and at-risk youth: www.nesonline.com

Professional Learning Communities Hold Promise for Schools, Education ... more and more schools will turn to professional learning communities to improve the deeply rooted problems that plague education. Resources: Eaker, Robert, Dufour, R. and Dufour, R: www.glencoe.com/sec/teachingtoday/educationupclose.phtml/50

Guided learning communities... develop teams and learning communities using professional learning design curriculum planning: ltag.education.tas.gov.au/proflearn/GLC/default.htm

Find information about learning communities and team skills under the Staff Development section at <http://www.nsdsc.org/standards/learningcommunities.cfm>

Homework Help

Scholastic.com has recently launched Homework Hub, a revolutionary site for elementary and middle school students to help enhance their study, organizational and research skills. Students logging onto the

Web site will experience the new interactive online learning destination. Homework Hub is designed to help make homework a more exciting activity. The easy-to-use site allows children to produce quality homework assignments, research effectively and hone their study skills. Homework Hub also focuses on strengthening the home-to-school connection through its online resource guides for parents and teachers. The site focuses on four additional key skill-building sections: research, write, practice and organize. In addition to Homework Hub, Scholastic.com offers a variety of specialized resources for kids in elementary through high school to improve and build their skills: www.scholastic.com/homework

Special Education Monitoring Alert

Alert to Special Education Directors



You know that IDEA 04 made substantial changes to the due process system, but did you know there was a recent change in state law too? Effective August 12, 2005, Arizona shifted from a two-tier due process system to a one-tier system. This change will streamline the process and provide a more cost-effective and timely system for schools and parents to resolve disputes.

The One-Tier Due Process System

- Prior to August 12, 2005, Arizona operated under what was called a “two-tier due process system.” The first “tier” was before an impartial due process hearing officer, contracted by the Arizona Department of Education, who would hear the testimony of witnesses and admit documents into evidence. The hearing officer, after hearing all of the evidence, would issue a written decision. That decision could then be appealed to the Arizona Office of Administrative Hearings (OAH), the second “tier,” and then to a state court of competent jurisdiction or to federal court.
- House Bill 2534, passed by the state legislature this past session, eliminated the first tier.
- Beginning August 12, 2005, an Administrative Law Judge (ALJ) at OAH will sit as the hearing officer in a due process hearing. The final decision issued by the ALJ can be appealed to a state court of competent jurisdiction or to federal court.
- In accordance with IDEA 04, a party requesting a due process hearing will be required to provide a due process complaint notice to the other party and to the Arizona Department of Education (ADE). A model due process complaint notice is located on our Web site at <http://www.ade.az.gov/ess/dispute/DueProcess/forms.asp>. ADE will immediately forward the request to OAH for assignment of an ALJ.
- Schools will still be responsible for the cost of the hearing, but hearings at OAH will be significantly more cost-effective than hearings under the former, two-tier due process system.
- If you have specific questions about the state or federal law changes to the due process hearing system, we strongly encourage you to seek guidance from your legal counsel.

Please direct questions to the ADE/ESS education specialists at 602.542.4013.

Get on the Board!

A Successful Resource for Schools and Job Seekers Alike

The Arizona Educational Employment Board (AEEB) is an information system developed to assist schools in hiring personnel and individuals who seek employment.

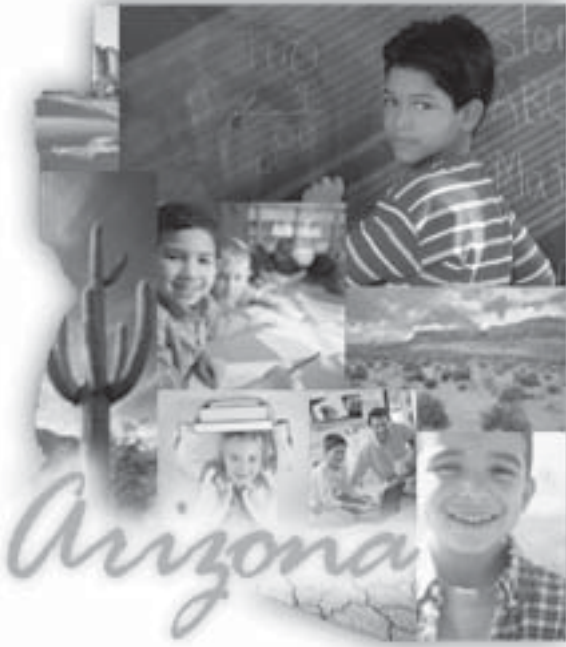
One of the most popular databases of its type in the nation, Web site hits jumped from 1,264,292 in the first quarter of 2004 to 1,915,688 (more than a 50 percent increase) for the same time period in 2005.

The AEEB contains job postings for each of Arizona's numerous school districts, charter schools, private schools, secure care facilities, and other education agencies. The jobs that are posted range from principal to secretary and from 12th grade science teacher to preschool special education teacher.

A job seeker registers his/her credentials and requirements. Then a proactive feature, unique to this database, kicks in. The web site begins to look for appropriate school job postings. For each match, the system sends an e-mail to the job seeker, who can immediately fill out an online application or go to the school web site.

<http://www.arizonaeducationjobs.com>

For more information contact Anthony Paglucia at 602.364.2195.



Special Education Advisory Panel

S.E.A.P. Meeting Schedule

The State of Arizona has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education-related services for children with disabilities. The public is encouraged to review the panel's agenda postings and provide input at meetings. Dates for the 2005/2006 school year are:

January 17, 2006

March 7, 2006

May 16, 2006

June 20, 2006

Meetings will be held in room 417 at the Arizona Department of Education building at 1535 W. Jefferson, Phoenix, Arizona. Call Jeannette Zemeida, Department of Education, at 602.542.3855 for meeting times.

For additional information, meeting agendas, and minutes, visit the Web site at <http://www.ade.az.gov>. Click on "Programs," then "Special Education," then "Special Education Advisory Panel." Or contact Jeannette Zemeida at the above phone number.

Capacity Building Coaching Offers Powerful Impact on Student Achievement

by Judith R. Harper

About two years ago, I submitted an application to Miriam Podrazik for a position described as a “capacity building coach” for the Professional Development Leadership Academy (PDLA). I was not familiar with the work of the PDLA, but it was easy to determine that I would find it appealing. Good professional development powerfully impacts student achievement by changing a teacher’s approach in the classroom. I know this, and helping that happen has long been one of the most important parts of my work as an educator.

So, it was no great leap of faith to decide that the work of the PDLA would be engaging and rewarding. There was only one problem. I had no idea what a capacity building coach was, and that gave me pause. Ordinarily, plunging headlong into uncharted waters makes me nervous, but I also know that a little peril is often a prerequisite to tremendous growth. So, I decided to jump. I completed the application, made the leap into the unknown waters of capacity building coaching, and thus began one of the most significant training and work experiences of my professional life.

My training as a capacity building coach began by developing my understanding of what coaching is **not** as well as what it is. Coaching is not, for instance, synonymous with mentoring. One of the hallmarks of mentors is their expertise. Mentor teachers, for example, have knowledge based on their own classroom experiences and practices that they are capable of imparting to those new to the teaching profession. They have answers to questions about curriculum, instruction, and classroom management. They can provide novice

teachers with the information and support they need to survive the major and minor challenges of walking into a classroom every day prepared to teach effective, engaging lessons to diverse, and not always avid, groups of learners. In other words, they know what others should do because they have done it themselves. This is inherent to the mentors’ role: having completed the journey themselves, they now can show others the way.

Showing others the way is not what capacity building coaches are trained to do. It is not our job to know what others can do or should do to be more effective in their roles as educators. What we are trained to do is to provide others with an opportunity to first plan for and then reflect on a journey that they will make on their own, helping them identify for themselves what tools and resources they need to ensure their success and what learning they can take from this experience that will increase their expertise as educators.

In practice, this can mean sitting down with a teacher who is preparing to teach a critical lesson in her English classroom and guiding her through a planning process that enables her to clarify the goals for the lesson, identify indicators for success, determine the strategies she can use to reach her goals, think about the data she can use for evaluation, and discuss points in the lesson where having alternative strategies in mind could be helpful. The coach’s role in this process is not to advise, but to listen, and then to ask the questions that will engage the teacher in thinking through the process of how to teach her lesson successfully. After the lesson has been taught, the coach once again meets with the teacher to provide her the

opportunity for reflection—allowing her to summarize the experience, recall signs of success, review the data that was gathered, analyze any challenges she faced, and then construct and apply new learning. Once again, the coach's role is not to advise or evaluate; it is to listen and to ask the questions that will guide the reflecting process and add value to the teacher's thinking.

This planning and reflecting process is the core of what capacity-building coaching is all about, and the process is essentially the same whether one is working with individuals or with teams. The goal of the process is to create a structure for learning that allows everyone, novice and expert, to go from where they are to where they want to be. It is not a replacement for mentoring; it is an additional resource that can help principals, teachers, and others build their capacity, their inherent ability, to meet the needs of all the students they are privileged to serve.

There is a Chinese proverb that sums up my experience with the Professional Development Leadership Academy and capacity-building coaching. It says, "Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime." To me, that is the underlying premise of PDLA and the coaching process: learning how to do what must be done today by focusing on what we must know if we are to meet all the challenges of tomorrow.

Any district wishing to implement a capacity building coaching program should contact Judy Robertson at jwr1@comcast.net to discuss training opportunities.

Judith R. Harper has been a capacity building coach for ADE and PDLA for the past three years. For more than twenty years she has served East Valley students and schools in the roles of English teacher, instructional specialist, high school counselor, and administrator. Currently she works as an instructional specialist in an alternative setting for middle school students. Contact her at judithrh@cox.net.

Cord Blood Stem Cells Offer Hope to Children

A number of successes in non-embryonic stem cell transplantation have been reported, boosting hopes for improved health outcomes for children who experience a variety of disorders. While such research still brings up some ethical and legal questions, it does not have the same stigma as the controversial embryonic research. Recent developments include:

- Two studies published in the *New England Journal of Medicine* confirm that umbilical cord stem cells are within nine percentage points as effective in treating leukemia as bone marrow transplants. Since bone marrow is significantly rare, this treatment offers hope to many who would otherwise remain untreated. This benefits not only leukemia, but other diseases treated with bone marrow transplants as well.
- LifeSiteNews.com reports that in 2004 scientists at Duke University proved stem cells derived from umbilical cord blood could successfully treat children with rare genetic diseases that affect the brain, liver, and heart.
- In July of this year, USA Today gave an account of another Duke University success. Doctors there have successfully halted the progression of Krabbe's disease, a condition in which the nervous system breaks down.
- The same article recounts that such transplants have been used to treat more than 70 diseases, including those of the immune system and the blood as well as inherited metabolic disorders such as Tay-Sachs and adrenoleukodystrophy.

IDEA Capacity Building Grants

Project Period: July 1, 2005 – June 30, 2007

IDEA capacity building grants are designed to promote organizational systemic change by encouraging the development of programs that help meet the education requirements of students with disabilities. Grants are awarded to public education agencies to support school staff in training, follow-up, and technical assistance that emphasize increasing the level of knowledge and skills of educators serving this unique population.

Arizona Behavioral Initiative for Safe Schools Grant

This grant provides school district, charter school, and county school office teams with the training in strategies and technical assistance for creating and sustaining safe school environments and positive student behavior to develop improved district- and school-wide behavior management systems that will decrease problem student behaviors. The grant operates in collaboration with and under the supervision of the Arizona Behavioral Initiative (ABI). Grant teams attend four two-day trainings per year. Two charter school holders and one school district were awarded the grant.

Juniper Tree Academy (with Carpe Diem Academy)
PACE Preparatory Academy (four campuses)
Payson Unified School District

Autism Spectrum Disorder Grant

This grant supports a train-the-trainer approach to deliver professional development that will increase effective teaching skills and knowledge for those working with children with ASD. Grant teams attend six two-day trainings during the first year; four two-day trainings in the second year; and a summer institute each year. Five school districts were awarded the grant.

Cottonwood-Oak Creek Elementary District
Kingman Unified District
Liberty Elementary District

St. David Unified District
Williams Unified District

Paraprofessional Training Grant

Promotion of systemic change through in-service and/or pre-service training for paraprofessionals who provide instructional support to students with disabilities is the focus of this grant. Funds may be used to assist these paraprofessionals in obtaining two years of appropriate college credit or an associate's degree; in passing a formal state or local academic assessment; and/or in providing training activities based on the specific needs of a district and its paraprofessionals. Grant activities may also include assistance to special education teachers to improve their knowledge and skills in supervising and mentoring paraprofessionals. This, however, is secondary to paraprofessional training and is limited to approximately 10% of the total grant amount. Seven public education agencies were awarded this grant.

Ball Charter Schools (Dobson & Hearn Academies)
Chino Valley Unified District
Glendale Union High School District
Hope School
Juniper Tree Academy (with Carpe Diem Academy)
Success School (with Arizona Charter Academy,
Prescott Valley School, and Superior School)
Tucson Unified District

School to Adult Life Transition

The purpose of this grant is to promote systemic change by improving transition programs in public education agencies for youth age 16–21 with disabilities. Through a systemic change approach, the focus is to increase the knowledge of educators, students, families, administrators, and other agency personnel regarding transition requirements as outlined in the *Individuals with Disabilities Education Improvement Act of 2004* through participation in the

Transition Outcomes Project and to provide research-based effective practices and a comprehensive model for operating a successful youth transition program. Three districts were awarded this grant.

Deer Valley Unified District
Peoria Unified District
Williams Unified District

Systemic Change in Reading Professional Development Grant

The purpose of this grant is to provide funding for team members to be trained in guided professional development that focuses on systemic change to improve reading skills for students with disabilities in grades K–3, and higher grades, if appropriate to the applicant, in low performing schools. This grant is for a single year only. Two charter schools and three school districts were awarded this grant.

Acorn Montessori Charter School
Bullhead City Elementary District
Clarkdale-Jerome Elementary District
Friendly House, Inc.
Pima Unified District



**Want your own copy of the
Special Edition?**

Download directly from
www.ade.az.gov/ess.cspd.

Positive Behavior Support

Would your school be interested in unpacking the secrets to Positive Behavior Support and School-wide Positive Behavior Support? Join the ranks of schools that have implemented recommended changes and decreased office discipline referrals, suspensions, and dropouts.

Sign up for one of the statewide conferences scheduled at NAU, ASU, or UA.

Dates: February 10-November 6; May 5-June 6

Contact Yarida Flores for details: Yarida.Flores@asu.edu
or 480.965.4063



Thank You **THANK YOU**

A Special Thanks to Article and Information Contributors for this Issue

Marianne Brooks, Prescott School District

Carol Bryan, Peoria Unified School District

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Judith Harper, Team coach for PDLA

Kat Kozell, ADE/Exceptional Student Services

Celia Kujawski, Northern Arizona University

Dr. Carol Peck, Rodel Charitable Foundation

Becky Phifer, PIN Specialist

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Bev Wirt, Peoria Unified School District

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Answers to quiz on Page 17

1. Boxing
2. Niagara Falls. (The rim is worn down about two and a half feet each year because of the millions of gallons of water that rush over it every minute.)
3. Asparagus and rhubarb
4. Baseball
5. The strawberry
6. It grew inside the bottle. (The bottles are placed over pear buds when they are small and are wired in place on the tree. The bottle is left in place for the entire growing season. When the pears are ripe, they are snipped off at the stems.)
7. Dwarf, dwell and dwindle.
8. Period, comma, colon, semicolon, dash, hyphen, apostrophe, question mark, exclamation point, quotation marks, brackets, parenthesis, braces, and ellipses.
9. In Minnesota. (The team was originally known as the Minneapolis Lakers and kept the name when they moved west.)
10. Taking a base on balls (a walk); batter hit by a pitch; passed ball; catcher interference; catcher drops third strike; fielder's choice; and being designated as a pinch runner.
11. Lettuce.
12. Six or more things you can wear on your feet beginning with "s". . . shoes, socks, sandals, sneakers, (you have to come up with the rest on your own).

Special Education Emergency Supplemental Funding

There are federal funds available to public education agencies for emergency special education needs. These funds are limited in both amount and scope. Monies are granted upon demonstration that the education agency is in fiscal difficulty due to situations involving students who are eligible for special education services, but whose enrollment could not have been anticipated during the normal budget planning process. The most common situation is the unexpected enrollment of a child with significant disabilities that requires support over and above services generally provided by the education agency. Rapid growth in special education preschool programs can also qualify. Other circumstances are considered on a case-by-case basis.

Online applications are available at www.ade.az.gov/GME/default.asp. If you experience problems with the system, please contact Ingrid Rope at irope@ade.az.gov or 602.542.4064.

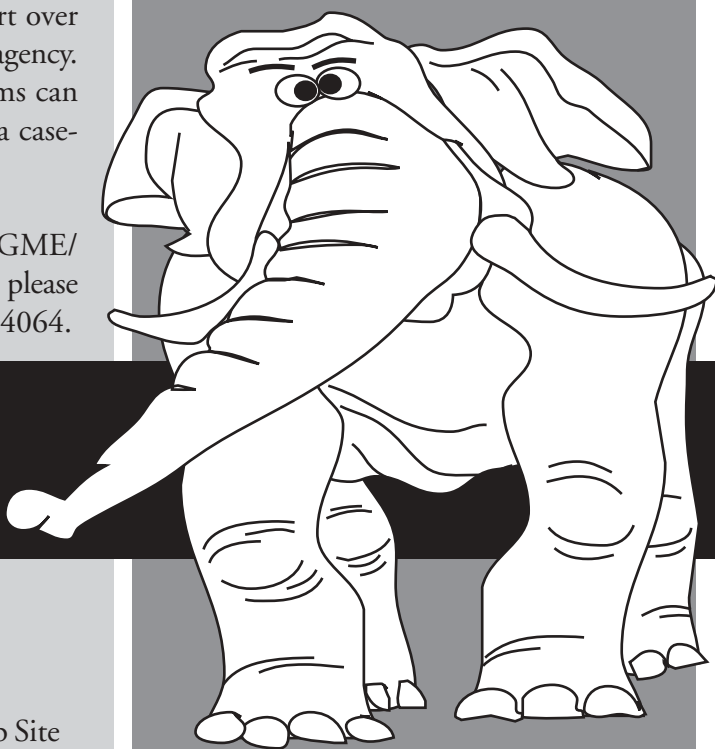
Don't Forget...

Capacity Building Grants

The Capacity Building Grant Effective Practices Web Site has been created as a resource for prospective program developers and grant writers. The Web site showcases effective practices that contributed to the overall success of IDEA capacity building grants. In addition, it has direct links to the Grants Management Enterprise Project Summary page, which will allow you to view all previously funded capacity building grant applications for any given priority. This unique feature allows you to compare the intent of a grant (the approved application) to the result (the effective or best practice).

The Capacity Building Grant Effective Practices Web Site is maintained by Northern Arizona University, Institute for Human Development. The address is <http://ihd.nau.edu/CBG>.

Check out the Arizona Promising Practices Web site for the most up-to-date information on research-based practices. www.azpromisingpractices.com.



CEC Online

The Council for Exceptional Children offers a variety of online workshops on critical and timely special education topics. Go to their Web site www.cec.sped.org and click on *Professional Development Training & Events*.

Regional Outreach Training

2006

Discipline Requirements Under IDEA '04

January 3: Sierra Vista
 January 4: Safford
 January 9: Yuma
 January 11: Lake Havasu City
 January 11: Window Rock
 January 12: Winslow
 January 13: Prescott
 January 25: Tucson
 January 27: Phoenix

IDEA '04 Regulations: What You Need to Know

February 1: Yuma
 February 3: Phoenix
 February 7: Sierra Vista
 February 8: Kayenta
 February 8: Tucson
 February 13: Lake Havasu City
 February 16: Safford

February 21: Prescott
 February 21: Winslow

Response to Intervention (RtI): A New Way of Determining Specific Learning Disability

March 1: Sierra Vista
 March 2: Safford
 March 3: Tucson
 March 7: Winslow
 March 8: Keams Canyon
 March 8: Lake Havasu City
 March 9: Prescott
 March 21: Yuma
 March 27: Phoenix

Check "Calendar of Events" at www.ade.az.gov for future listings.

For registration information contact Kat Kozell at 928.679.8100 or kkozell@ade.az.gov.

Other Offerings

2006

Program Information Contacts

JANUARY

| | | |
|-------|----------------------|--|
| 12-13 | RtI Training | Dolores Ratcliff: 602.364.4003 or dratcli@ade.az.gov |
| 12-13 | SIG Reading Training | Cande Barfuss: 602.542.3184 or mbarfus@ade.az.gov |

FEBRUARY

| | | |
|-------|--------------|---|
| 10-11 | ABI Training | Cande Barfuss: 602.542.3184 or mbarfus@ade.az.gov |
|-------|--------------|---|

MARCH

| | | |
|-------|----------------|--|
| 5-6 | ABI Conference | Cande Barfuss: 602.542.3184 or mbarfus@ade.az.gov |
| 17-18 | RtI Training | Dolores Ratcliff: 602.364.4003 or dratcli@ade.az.gov |

APRIL

| | | |
|-------|---------|---|
| 28-29 | AZ WINS | Lisa Andrew: 602-542-4466 or landrew@ade.az.gov |
|-------|---------|---|

MAY

| | | |
|-------|----------------------|---|
| 5-6 | SIG Reading Training | Cande Barfuss: 602.542.3184 or mbarfus@ade.az.gov |
| 19-20 | RtI Training | Cande Barfuss: 602.542.3184 or mbarfus@ade.az.gov |

To register for any of the above trainings contact Ayo Adewunmi at 602.542.3183, aadewun@ade.az.gov, or fax her at 602.364.1115.

Professional Development Opportunities

PDLA Schedule

2006

JANUARY

| | |
|-------|---|
| 12 | Team Leaders Meeting |
| 13-14 | Cohort 4: Data-driven Decision Making |
| 20-21 | CB Coaching Cohort C: Teams and Teamwork |
| 27-28 | Cohort 3: Systems of Accountability in Practice |

FEBRUARY

| | |
|-------|--------------------------------------|
| 3-4 | Data-driven Decision Making |
| 9 | Advisory Committee Meeting |
| 10-11 | Cohort 2: Collaborative Action Teams |
| 17-18 | Cohort D: Capacity Building |

MARCH

| | |
|--------------|---|
| 3-4 | Cohort 4: Models of PD |
| 9 | Team Leaders Meeting |
| 10-11 | Cohort 4: Models of PD |
| 15-16 | Capacity Building |
| 17-18 | CB Coaching Cohort C: Advanced Coaching |
| 24-26 | Cohort D: Capacity Building |
| 31 – April 1 | Cohort 3: Assessing the Impact of PD |

APRIL

| | |
|-------|--------------------------------------|
| 7-8 | Cohort D: Capacity Building |
| 13 | Advisory Committee Meeting |
| 28-29 | Cohort 2: Collaborative Action Teams |

JUNE

| | |
|-------|--------------------------|
| 21-22 | Fifth Annual PDLA Summit |
|-------|--------------------------|

For program information contact Jennifer Blanco at 602.542.3182, jblanco@ade.az.gov . To register contact Ayo Adewunmi at 602.542.3183, aadewun@ade.az.gov, or fax her at 602.364.1115.

Note: For all other professional development offerings go to <http://www.ade.az.gov/>. Click on “Calendar of Events.” The calendar is updated with new trainings as they arise, so check it out often.

Autism Training Schedule

2006

JANUARY

| | |
|-------|-----------------------------------|
| 20-21 | Autism: First Year; Social Skills |
|-------|-----------------------------------|

MARCH

| | |
|-----|---------------------------------|
| 3-4 | Autism: First Year; Evaluation |
| 3-4 | Autism: Year Two; Social Skills |

APRIL

| | |
|-----|--|
| 7-8 | Autism: First Year; Instructional Strategies |
| 7-8 | Autism: Year Two; Evaluation |

June

| | |
|-------|-----------------------------|
| 19-21 | Second Annual ASD Institute |
|-------|-----------------------------|

For program information contact Jennifer Blanco at 602.542.3182, jblanco@ade.az.gov . To register contact Ayo Adewunmi at 602.542.3183, aadewun@ade.az.gov, or fax her at 602.364.1115.

Arizona High Achievement for All AHAA Instructional Strategies Training Schedule

<http://www.ade.az.gov/ess/cspd/AHAA/Default.asp>

2006

April

| | |
|-----|-------------------------|
| 5 | Third Year Participants |
| 6 | Second Year Teams |
| 7-8 | First Year Teams |

June

TBA

For program information or to register contact Ayo Adewunmi at 602.542.3183, aadewun@ade.az.gov or fax her at 602.364.1115.

Instructor Recruitment

SELECT

Special Education Learning Experiences for Competency in Teaching

This survey is intended to gather input from professionals working closely with Arizona's public school Special Education programs on potential SELECT instructors in regional areas. The SELECT program is an Arizona Department of Education sponsored program that provides classes outside of a degree program for teachers working on certification and re-certification.

Is there a qualified, dedicated person that you know of who could share their knowledge of Special Education? Please let us know by sending in the following information to SELECT Program Coordinator; NAU/Institute for Human Development; PO Box 5630; Flagstaff, AZ 86011; FAX it to: 928-523-9127; Or call 928-523-8137. We appreciate your input!

SELECT instructors need to be qualified to teach at the graduate level. They must have a Masters or Doctoral Degree in the field that they would teach in. They are not necessarily required to have had university teaching experience. They must be willing to make the time commitment to teaching and the administrative aspects of the class. Many, but not all, of our SELECT courses are taught in a weekend format (Friday 4:00-10:00pm and Saturday 8:00am-5:00pm) so that teachers miss a minimum number of work hours. The SELECT program follows the NAU Statewide Academic Programs payscale.

The primary emphasis for SELECT is to accommodate those teachers working on emergency certification so the majority of our classes are certification requirements. We do try to make training available on other subjects that are greatly needed by schools and are looking for instructors who can offer a range of specialized information. Please indicate if the person you are proposing has training in any of the following areas.

Required Certification Courses – These courses are the basic courses that every certified teacher needs to take for Special Education certification by ADE:

- ☐ Foundations of Special Education
- ☐ Methods and Materials in Special Education
- ☐ Evaluation of Exceptional Students
- ☐ Survey of or Introduction to Special Education

Specialized Certificate Areas – To become certified in these areas the teacher must take the above courses with the following emphasis:

- ☐ Mental Retardation
- ☐ Emotional Disability
- ☐ Learning Disability
- ☐ Orthopedic/Health Impairment
- ☐ Hearing Impaired
- ☐ Visually Impaired
- ☐ Speech and Language Impaired
- ☐ Severely and Profoundly Disabled
- ☐ Early Childhood Special Education (three to five)

Other Topics – These are examples of classes that are offered through the SELECT program:

- ☐ Administration and Supervision of Special Education
- ☐ Assistive Technology
- ☐ Attention Deficit Hyperactivity Disorder
- ☐ Autism and Pervasive Developmental Disorder
- ☐ Behavior Management in Special Education
- ☐ Bilingual Special Education
- ☐ Consultative Techniques in Special Education
- ☐ Special Education Curriculum Adaptation
- ☐ Exceptional Students in Regular Programs
- ☐ The Changing Role of the Paraprofessional
- ☐ Redefining the Role of the School Psychologist
- ☐ Transition Services
- ☐ Traumatic Brain Injuries
- ☐ Vocational / Teaching of Employment Skills
- ☐ Other – please describe: _____

Name of Potential SELECT Instructor: _____

Mailing address: _____

E-Mail address: _____ **Phone number:** _____

Job title/employer _____

If you don't know someone who would want to teach a SELECT class please pass this survey on to someone else. Our goal is to find SELECT instructors in even the most remote areas of Arizona so that teachers have every opportunity possible to complete their certification requirements.

Spring 2006 SELECT Schedule

SELECT (Special Education Learning Experiences for Competency in Teaching) is a federally funded program sponsored by the Arizona Department of Education. SELECT courses are recommended for regular and special education teachers, related service personnel, paraeducators, and other interested individuals. Participants take SELECT courses to receive academic credit that can be applied towards teacher certification if the class matches the certification requirement or for professional growth for those working towards teacher re-certification.

Behavioral Management in Special Education:

| | | | |
|---------------------------------------|-----------------|----------------|---------------------------------------|
| Cross Categorical | Web | Richard Burch | 1/17/06 through 2/17/06 |
| Positive School/wide Behavior Support | Web | Joan Oakes | 1/17/06 through 5/12/06 ESE 502 Cross |
| Categorical | Web | Adam Schnaps | 3/13/06 through 5/12/06 ESE 502 Cross |
| Categorical | Tucson | Barbara Horton | 4/21&22; 4/28&29; 5/5&6 |
| Cross Categorical | Paradise Valley | Steve Speisman | 1/27&28; 2/3&4; 2/10&11 |

Evaluation of Exceptional Children:

| | | | |
|--|-----------------|--------------------|-------------------------|
| Cross Categorical | Web | J'Anne Affeld | 1/17/06 through 5/12/06 |
| Cross Categorical | Web | Ronald Drossman | 4/3 to 5/12 |
| Diagnostics of Deaf/HH | Web / Flagstaff | Jessteene Clifford | 1/16 through 3/10* |
| *(In-person meetings Saturday 1/28 & 2/18) | | | |
| Cross Categorical | Chandler | Karen Johnson | 1/20&21; 2/3&4; 2/17&18 |
| Cross Categorical | Glendale | Karen Johnson | 4/7&8; 4/21&22; 5/5&6 |
| ESE 503 Early Childhood | Phoenix | Cheryl Blackwell | 1/20&21; 2/3&4; 2/17&18 |

Methods and Materials in Special Education:

| | | | |
|--|--------------|----------------------|----------------------------|
| Specific Learning Disabilities | Web | Adam Schnaps | 1/17/06 through 5/12/06 |
| Early Childhood | Phoenix | Allison Landy | 4/7&8; 4/21&22; 5/5&6 |
| Cross Categorical | Sierra Vista | Laurie Dietz | 2/3&4; 2/10&11; 2/17&18 |
| Early Childhood Social & Emot. Dev. | Phoenix | Cheryl Blackwell | 4/7&8; 4/21&22; 5/5&6 |
| Specific Learning Disabilities | Tucson | Holly Cluff | 3/3&4; 3/24&25; 4/21&22 |
| Autism | Gilbert | Heidi Blair | 2/10&11; 2/17&18; 2/24&25 |
| Cross Categorical | Window Rock | Maria Berecin-Rascon | 2/3&4; 2/17&18; 3/3&4 |
| Cross Categorical | Tucson | Barbara Horton | 3/17&18; 3/24&25; 3/31&4/1 |
| Cross Categorical | Chandler | Maria Berecin-Rascon | 3/17&18; 3/24&25; 3/31&4/1 |
| Cross Categorical | Scottsdale | Edward O'Neill | 3/31&4/1; 4/7&8; 4/21&22 |
| Early Childhood Language/Literacy Skills | Phoenix | Deb Kendall | 1/27&28; 2/10&11; 2/24&25 |
| Cross Categorical | Tucson | Edward O'Neill | 1/20&21; 2/3&4; 2/24&25 |

Consultative Techniques in Special Education:

| | | | |
|-----------------------------------|---------|-------------------|---------------------------|
| Individualized Education Programs | Tucson | Leila Williams | 1/20&21; 1/27&28; 2/3&4 |
| Individualized Education Programs | Phoenix | Danita Applewhite | 1/27&28; 2/10&11; 2/17&18 |

Administration and Supervision of Special Education:

| | | | |
|--------------------------|------|-------------------------|------------------------------|
| Early Childhood Programs | Mesa | J. Rupard & J. Peterson | 3/10&11; 3/24&25; 3/31 & 4/1 |
|--------------------------|------|-------------------------|------------------------------|

Registration information on-line at: <http://www.nau.edu/ihd/SELECT/index.shtml>
or contact SELECT at 928-523-8137 or 928-523-1809 or select@nau.edu

Foundations of Special Education

| | | | |
|--|-----------------|----------------------|---------------------------|
| Specific Learning Disabilities | Web | Christine Opitz | 1/17/06 through 2/17/06 |
| Cross Categorical | Web | Richard Burch | 1/17/06 through 2/17/06 |
| Emotional Disabilities | Web | Leila Williams | 3-13-06 through 5-12-06 |
| Adolescent Transitioning | Web | Deb Carson | 1-16-06 through 3-10-06 |
| Deaf and Hard of Hearing Students | Web / Flagstaff | Della Thomas | 1-16-06 through 3-10-06* |
| *(In-person meetings Saturday 1/28 & 2/18) | | | |
| Cross Categorical | Yuma | Jody Attaway | 1/20&21; 1/27&28; 2/10&11 |
| Cross Categorical | Chandler | Deanna Smith-Stout | 2/17&18; 2/14&15; 3/3&4 |
| Early Childhood | Phoenix | Allison Landy | 2/10&11; 3/3&4; 3/10&11 |
| Cross Categorical | Tucson | Laurie Dietz | 3/24&25; 4/7&8; 4/21&22 |
| Autism | Mesa | Heidi Blair | 4/14&15; 4/21&22; 4/28&29 |
| Specific Learning Disabilities | Tucson | Maria Saldivar-Parra | 1/20&21; 1/27&28; 2/3&4 |
| Emotional Disabilities | Scottsdale | Jeannie Critchfield | 4/21&22; 4/28&29; 5/5&6 |
| Early Childhood Language Development | Phoenix | Deb Mikkelsen | 2/3&4; 2/10&11; 2/24&25 |
| Cross Categorical | Tuba City | Irene Jones | 2/24&25; 3/10&11; 3/24&25 |
| Specific Learning Disabilities & ADHD | Paradise Valley | Michael McCarthy | 4/7&8 † |
| Mild and Moderate Mental Retardation | Paradise Valley | Jan Speisman | 4/28&29 † |
| Emotional Disabilities | Paradise Valley | Steve Speisman | 5/5&6 † |
| †(1 Credit hour / 15 Contact hours) | | | |
| Cross Categorical | Phoenix | Elliot Gory | 3/3&4; 3/10&11; 3/24&25 |

SELECT courses can be taken in two ways: 1) Professional Growth or 2) NAU Credit.

- Which way you take a SELECT course depends upon if you will ultimately need a record of contact hours only or if you will need a record of the course on an official university transcript. Those people working towards fulfillment of emergency certification requirements will need university credit. Teachers working towards re-certification can take the course for Professional Growth contact hours.
- If you are trying to decide if a SELECT class will meet your needs for special education certification or re-certification, please contact the Arizona Department of Education Certification Office (1535 West Jefferson Street, Bin 34; Phoenix, Arizona 85007) or call them at 602.542.4367; Fax: 602.542.1141. Check out their Web site at <http://ade.state.az.us/certification/>.

Registration information: Register on-line at <http://www.nau.edu/ihd/SELECT/index.shtml>
 Or by phone at 928.523.1809
 (E-mail: select@nau.edu)
 (Fax: 928.523.9127)
 Or write to: NAU/SELECT Program
 PO Box 5630
 Flagstaff, AZ 86011

Course Fees:

- NAU credit: \$239.00 per credit hour (please call for registration materials).
- For Professional Growth contact hours, but NOT university credit, the course is free.